DOCUMENT RESUME

ED 363 770 CE 065 054

TITLE	Standards in Action. Using National Standards for Human Resource Management and Development in Further Education. 5. Standards-based Initial Teacher Training.
INSTITUTION	Further Education Unit, London (England).
REPORT NO	ISBN-1-85338-311-2
PUB DATE	93
NOTE	22p.; For the other booklets in this series, see CE 065 050-053.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; *College Programs; *Experiential Learning; Foreign Countries; Labor Force Development; Postsecondary Education; Standards; *Teacher Certification; *Teacher Education; *Technical Institutes; Theory Practice Relationship; *Training Methods; Vocational Education
IDENTIFIERS	*National Standards; United Kingdom

ABSTRACT

This booklet explores the use of national standards to structure work-based initial teacher training for teachers working within British further education colleges. Section 1 examines the following aspects of the use of Training and Development Lead Body (TDLB) and Management Charter Initiative (MCI) standards for initial teacher training: reasons for using the standards, progression routes, work-based learning and assessment, accreditation, providers, and scheme planning. Discussed in Section 2 are the following aspects of training delivery: essential ingredients of a standards-based scheme; steps in using standards; support mechanisms; roles and responsibilities of participants in the training process; processes completed by learners, mentors, assessors, and verifiers; suggestions for linking theory and practice, and wider human resources development benefits. Contains a list of 16 resource organizations and a 55-item bibliography. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 363 770

STANDARDS *IN ACTION*

Using National Standards for Human Resource Management and Development in Further Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N McGoff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE065054

BEST COPY AVAILABLE

STANDARDS IN ACTION

This pack is divided into a series of five booklets. Detailed contents lists are provided at the beginning of each booklet.

BOOKLET ONE: LAYING THE FOUNDATIONS

- provides an introduction to national standards and describes how national standards can be used to harmonise college strategic planning, quality assurance and human resource management cycles;
- introduces the principles, processes and roles common to the use of standards for a variety of HRM and HRD purposes;
- resources: an index to further reading and sources of information is provided.

BOOKLET TWO: USING NATIONAL STANDARDS IN APPRAISAL

- describes how relevant national standards can be used as a practical tool within the appraisal process and to make clear links between appraisal and HRD.

BOOKLET THREE: ASSESSOR AND INTERNAL VERIFIER AWARDS

- provides practical information and suggestions to assist colleges in ensuring that as many staff members as necessary, are trained and certificated as assessors and internal verifiers.

BOOKLET FOUR: STANDARDS-BASED MANAGEMENT DEVELOPMENT

- describes how Management Standards can be used to develop and accredit management competence within colleges.

BOOKLET FIVE: STANDARDS-BASED INITIAL TEACHER TRAINING

- explores the use of national standards (TDLB and MCI) to structure work-based initial teacher training.

A note on terminology

*The term **accreditation** is commonly used to denote the achievement of qualifications by individuals. However, **accreditation** has also been adopted as the technical term to denote approval by an 'accrediting body' (e.g. NCVQ, SCOTVEC) of qualifications put forward by awarding bodies, and approval of an awarding body to offer, administer and maintain the quality of specified qualifications. For this reason the accrediting bodies are currently encouraging a shift in the use of terminology, so that:*
***certification** will be used to denote achievement of qualifications by individuals*

and

***accreditation** will be used to denote the approval and quality control role of accrediting bodies.*

To avoid confusing readers, and in recognition of current usage, the use of the term **accreditation** to describe the achievement of qualifications has generally been retained in this publication, with the exception of Booklet Three. Since *Booklet Three: Assessor and Internal Verifier Awards* is specifically concerned with enabling staff to achieve certificates of unit credit, the term **certificated** has been used.

The extent to which individual readers will be familiar with national standards will vary. Some basic background information has therefore been included. We hope that the presentation of the material will enable individual users to find their way efficiently to the sections of interest to them.

Contents

1.	USING NATIONAL STANDARDS FOR INITIAL TEACHER TRAINING	2
	Why use national standards for initial teacher training?	2
	Why use TLDB and Management standards?	2
	Progression routes	4
	Work-based learning and assessment	5
	Accreditation	5
	Providers	6
	Scheme planning	6
2.	DELIVERY	8
	Essential ingredients of a standards-based scheme	8
	Using standards	9
	Support mechanisms	9
	Roles and responsibilities	10
	Learners, mentors, assessors and verifiers: the process	12
	Linking theory and practice	13
	Wider HRD benefits	13
	RESOURCES LIST	14

1. *Using national standards for initial teacher training?*

1. WHY USE NATIONAL STANDARDS FOR INITIAL TEACHER TRAINING?

National lead body standards are designed for the development and assessment of competence within a work role.

The use of appropriate national standards within initial teacher training will provide a number of advantages:

- a direct focus on the skills, knowledge and understanding needed to support effective learning and to undertake assessment;
- a learning and assessment experience for trainee teachers which mirrors the kinds of learning and assessment processes they will need to use with their students, e.g. support for active learners, competence-based assessment;
- a practical mechanism to support the development of 'reflective practitioners'. The standards can be used as a means of:
  - reflecting on experience and progress;
  - ensuring a student-centred approach, based on individual action planning and portfolio preparation;
  - acknowledging existing competence at the outset of the scheme, through the APL process and as a basis for individual action planning;
  - developing reflective practice by trainee teachers, through an experiential work-based learning programme underpinned by an appropriate body of knowledge and understanding;
- rigour and consistency in work-place training activities and assessment;
- the accreditation of competent performance as an FE teacher through an agreed set of national standards;
- national consistency within FE teacher training schemes;
- the use of national standards rather than 'home- grown' localised competences, thus providing transferability across geographical and occupational boundaries, and credits towards a range of standards-based qualifications;
- a means of ensuring that 'values' are explicitly addressed by every qualifying FE teacher, e.g. the application of equal opportunities awareness to the preparation of learning materials.

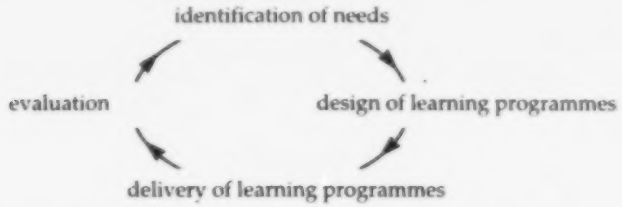
2. WHY USE TDLB AND MANAGEMENT STANDARDS?

TDLB

The TDLB standards are the national standards for personnel involved in the provision of training and development. FE colleges are major suppliers of training and development.

The traditional dichotomy between education and training must be questioned. The processes representing 'good practice' in supporting effective learning should be common to both education and training, whether the outcome of learning is 'academic' or 'vocational'.

The TDLB standards are based on the premise that quality training and development are based on a recurring cycle of four necessary functions:



This model sits well with emerging practice within the FE sector.

The TDLB standards include the national standards for assessment and verification, required by staff involved in delivering NVQs and GNVQs. Inclusion of the assessor units, D32 and D33, within initial teaching qualifications will ensure that all newly qualified teachers will emerge as certificated assessors.

The TDLB standards include national standards for flexible and 'self-managed' learning. As more colleges move towards greater flexibility, in order to deliver modular programmes and flexible access to learning and assessment, staff will need to be competent in:

- identifying individual learning needs;
- drawing up individual action plans;
- matching learning programmes to individual requirements;
- providing active learning opportunities;
- supporting portfolio preparation;
- supporting flexible learners, including giving feedback and assisting individuals to review their progress;
- assessing competence.

The inclusion of national standards for assessment and flexible learning within initial teacher training qualifications will provide credit towards NVQs incorporating these standards.

The inclusion of TDLB standards in initial teacher training qualifications will ensure transferability between training and development in FE and other occupational sectors, especially in those areas where close links already exist, e.g. nursing and police training.

FEU undertook extensive field trials of the original draft TDLB standards within the FE sector in 1991. These field trials established the applicability of the TDLB standards to the role of teachers in the FE sector and identified a range of desirable modifications, many of which were adopted by the lead body. *The National Standards for Training and Development* were published in March 1992, together with the first three NVQ/SVQs in training and development.

FEU has subsequently consulted widely within the sector and amongst HE providers of the existing Cert. Ed. (FE), on proposals for qualifications (NVQs) that would meet the needs of FE staff, based on TDLB standards and incorporating standards from other relevant lead bodies. The majority of respondents supported the proposals in principle, and made comments on the proposed composition of such qualifications.

City and Guilds are intending to replace their existing 7307 award with an appropriate TDLB-based NVQ (C&G 7306).

RSA are incorporating TDLB standards in several of their teacher and trainer qualifications.

Since 1992, TDLB has been developing a more complete framework of qualifications, to reflect and accredit a range of training and development roles. A number of 'parallel projects' have contributed to this work, including the FEU consultation (above). It will be important for the quality of the FE service to ensure that qualifications are available to support best practice in the sector.

Until appropriate qualifications are available, relevant units can be incorporated within existing qualifications and programmes, enabling candidates to obtain certificates of unit credit, or portfolios of evidence as a preparation for subsequen' accreditation. TDLB hopes to launch the new qualification sshortly3. (For further information contact the TDLB Helpline, see Resource Lists.)

The Management Standards

The Management Standards developed by the Management Charter Initiative are also relevant to teachers in FE, as 'managers of learning'.The MCI personal competences provide a useful tool for reflection and development (see Booklet Four, **The Management Standards**).

Examples of units relevant to FE teacher training

TDLB
Unit TD7: Support the achievement of individuals' learning objectives

C241 Provide information and advice to enable learners to identify and take opportunities to achieve their learning objectuves

C242 Agree and provide learning opportunities to support the achievement of individual learning objectives

C244 Provide information and advice to support individuals' review and modification of learning objectives

C245 Collate information about learner progress in order to provide guidance to learners

MANAGEMENT STANDARDS
Unit 1.9 Exchange information to solve problems and make decisions

9.1 Lead meetings and group discussions to solve problems and make decisions

9.2 Contribute to discussions to solve problems and make decisions

9.3 Advise and inform others

Standards from other lead bodies

In the absence of a lead body for education, it is worth using what is relevant from existing national standards, thereby ensuring that teacher training is aligned with national developments. An education lead body would be able to supplement existing standards where necessary (NCVQ criteria discourage duplication of standards by lead bodies). It is expected that standards from other lead bodies will also be relevant to FE teacher training when they emerge, e.g. Care; Advice, Guidance and Counselling; ITITO.

3. PROGRESSION ROUTES

Initial teacher training qualifications based on national standards could provide credit towards a range of emerging level 5 NVQS and standards-based vocational qualifications.

A range of free-standing vocational qualifications (clusters of units, smaller than full NVQs) based on relevant lead body standards could be offered by awarding bodies to support the range of `specialist' roles undertaken by experienced practitioners in further education, e.g. marketing, guidance, mentor.

4. WORK-BASED LEARNING AND ASSESSMENT

National lead body standards are designed for the assessment of competence within a work role. The use of national standards for initial teacher training therefore requires that the 'trainee':

- is already employed as a teacher (full or part time);
- is acting as a volunteer tutor or teacher;
- can find some other way to develop and demonstrate their competence 'on the job', e.g. in an extended period of teaching practice

Individuals who do not have access to substantial work-based learning and assessment opportunities will need a more conventional programme, with the opportunity to acquire unit credits towards a full standards-based qualification, perhaps by means of short periods of teaching practice.

5. ACCREDITATION

NVQs relevant to initial teacher training for FE staff are likely to be available from:

- the awarding bodies;
- universities acting as awarding bodies, perhaps as members of a consortium of HE institutions, which together can meet NCVQ's criteria for awarding body status.

Alternatively, standards might be *incorporated within* a scheme accredited by a university. This would enable individuals to prepare portfolios of relevant evidence that could be assessed by an awarding body assessor in order to obtain certificates of unit credit towards an NVQ. The individuals would need to register with an appropriate centre and awarding body for the purpose.

Accreditation Options

Staff responsible for the development of initial training programmes for FE teachers have a number of choices:

NVQs

- to register with an awarding body for an NVQ or VQ based on TDLB standards. It will be important to consider the applicability of the units, performance criteria and range statements in an FE setting;
- to select appropriate units, and register with an awarding body for unit certification;

HE qualification

aligned with national standards and leading to a portfolio which could be accredited by an awarding body

- to identify appropriate competences from the TDLB and MCI lead body standards and negotiate with local HE providers to have a training scheme based on these standards, accredited as a Cert. Ed., or a part thereof;
- to incorporate relevant national standards within an existing Cert. Ed. accredited by a university.

Note: *In order to provide unit certification, credit accumulation and transfer within the NVQ system, it is necessary to incorporate standards in the form of recognised units and not as 'loose' selected elements.*

Whichever route is chosen, it will be important to ensure that:

- assessment activities fulfil the NVQ requirements, to enable external accreditation; for example, portfolio development will need to be in line with any requirements laid down by the relevant awarding body;
- full negotiation takes place with the existing HE Cert. Ed. provider to ensure that progression — and, where possible, CATS credits — can be achieved, where appropriate.

6. PROVIDERS

Standards-based initial teacher training schemes might be delivered by:

- a university acting in partnership with the college(s) in which the candidates are employed;
- an FE college running an in-house scheme, recruiting additional 'candidates' from other organisations;
- an FE college acting as a provider, at full cost;
- an FE college 'franchised' by an HE institution.

In all cases, in order to offer an NVQ, the NCVQ criteria and quality assurance requirements will need to be met, i.e:

- the qualification must be offered through a recognised awarding body (see above);
- the quality assurance requirements of the awarding body must be met, e.g. assessors and verifiers are certificated.

In some instances, schemes incorporating national standards may be developed 'in house' but may not be linked to external accreditation. It is recommended that such schemes should nevertheless comply with the same strict assessment criteria. This will enable candidates to seek external accreditation for themselves if that is the route they wish to take.

7. SCHEME PLANNING

Preliminaries

Before embarking on an ITT scheme for FE staff, based on national standards, tutors will need to be clear which option they are going to pursue (see above) and then make the necessary arrangements.

With off-the-shelf qualifications, full directions and advice will be available from the appropriate awarding body.

Where a decision is made to develop an in-house scheme or to enter into partnership with an HE provider, the ITT tutor team will need to:

- decide which aspects of the programme could be based on standards, and for what purpose;
- tap into available information from awarding bodies, lead bodies, HE institutions, and advisory bodies, e.g. RACs, FEU;
- select relevant standards: this will entail consideration of emerging qualifications and individual standards themselves, including the performance criteria and range statements;
- explore which aspects of knowledge and understanding can be related to the standards.

Scheme aims

The goal for a standards-based FE initial teacher training scheme will be the same as that for any other teaching/learning process — to produce competent, autonomous practitioners capable of benefiting from continuing learning and development through reflection, review and the modification of original plans. A standards-based ITT scheme for FE must:

- offer a practical means of integrating theory and practice;
- combine a student-centred approach to learning with the requirements of the professional curriculum;

To achieve these aims the following components will need to be part of the scheme:

- a philosophy of student-centred teaching, with self assessment and individual action planning as the starting points;
- learning strategies which recognise trainee teachers as equal partners in the learning process and involve them in decisions about the structure, content and learning methods of the scheme;
- the technique of reflective practice as a means of integrating teaching theory and practice; if the trainees can learn to analyse incidents which occur in the work context this should help them relate the incidents to theories already studied or indeed to deduce the theories themselves;
- a continuing programme of scheme evaluation, involving all partners in the process; this should help to ensure the growth and development of the scheme as it is happening, rather than in retrospect.

The link between the systematic training cycle as described earlier and an experiential learning cycle of theory and practice, reflection and review becomes clear.

2. *Delivery*

1. ESSENTIAL INGREDIENTS OF A STANDARDS-BASED SCHEME

Scheme details

Clear documentation should be available. This should describe, simply and clearly, the competence-based process and indicate how the scheme can be tailored to meet the individual needs of trainee teachers.

Induction

Participants will need to be introduced to the parameters of the scheme, documentation and processes, including competence-based assessment, the roles of candidates, tutors, mentors and assessors.

Identification of existing competence

A useful starting point will be for trainee teachers to match their existing skills, experience and responsibilities to the standards. Initial guidance, assessment and development planning activities will focus on the individual's ability to provide evidence of existing competences where this is appropriate. Trainee teachers must be reassured that the accreditation of existing competence is not a prerequisite of entry, but a useful basis for individual action planning.

Initial guidance and action planning

The initial guidance process, on entry, should result in an individual action plan. This development and assessment plan will link to participants' individual priorities, opportunities offered by their work place, and the requirements of the qualification. Each individual will need to ascertain which evidence they can readily obtain, and identify where they will need to arrange additional learning opportunities, e.g. a temporary job swap.

Portfolio development

The development of a personal portfolio of evidence is an essential characteristic of any competence-based scheme, and needs to be established at the outset of the programme. (For more details see Booklet One, **Section 3. Portfolios of Evidence**).

Taught sessions and tutorial groups

Group sessions are an important part of the process of FE teacher-training, whether the scheme is competence based or not. Group sessions provide an opportunity for the development of effective self evaluation and reflection on experience, as well as discussion about issues and opportunities to explore underpinning knowledge.

FE teacher training programmes based on national standards DO NOT preclude traditional sessions on underpinning knowledge and conceptual understanding, but these can be negotiated with the trainee teachers and provided in response to their needs, rather than being institutionally led.

Agreement should be sought with the trainee teachers on the nature and content of taught sessions within the scheme and the timing and purpose of tutorial groups.

Work-based learning and assessment

Competence is demonstrated through work roles and responsibilities. Candidates will therefore need to demonstrate their competence in relation to the elements and meet the performance criteria specified (see Booklet One, **Section 3. Portfolios of Evidence**).

Access to the scheme

Any FE teacher training scheme, based on national standards, should be accessible to all those trainee teachers who may benefit from it. This includes part-timers, adult education staff, tutors involved in the delivery of schemes for the unemployed, volunteer tutors and trainers from specific occupational sectors, e.g. health service, police.

2. USING STANDARDS

The standards (units, elements and performance criteria) can be used to:

- identify previous experience;
- assess existing competence;
- draw up individual action plans, based on the individual's:
  - own work context;
  - range of experience and responsibilities;
  - weaknesses or gaps in experience, which can be addressed by appropriate learning opportunities, such as: work shadowing, temporary job swap with a colleague, temporary placement (eg. in a college APL unit), attendance at a 'taught' module or programme
  - assessment plan
- structure observation sessions, as a tool for:
  - planning
  - assessment (including self assessment)
  - feedback and discussion

(see Booklet Two, **Section 5. Using Standards for Observation**)

3. SUPPORT MECHANISMS

Individuals on such a programme will need to be supported by a personal mentor who could be a peer, team leader, line manager or professional tutor from a university overseeing the teacher training scheme.

Opportunities for peer support, group reviews and group learning should be provided at regular intervals, e.g:

- group induction
- group portfolio workshops
- group review sessions
- group seminars

Where appropriate, candidates on individualised work-based learning programmes can be given access to elements of a parallel full-time conventional programme.

4. ROLES AND RESPONSIBILITIES

Standards-based schemes need a supporting infrastructure to ensure their success. This will consist of a number of clearly identified roles and responsibilities to uphold the different parts of the programme and the passage of the trainee teacher through it, e.g:

- mentor
- assessor(s)
- internal verifier
- tutor
- programme team (tutors, mentors, perhaps assessors, and internal verifier)
- line manager

The way in which the roles and responsibilities link is shown in the next section.

The roles could be shared between the organisation in which the trainee teacher is employed (or is doing teaching practice) and the institution providing the Cert. Ed., if relevant.

a) Mentors

Mentors could be one of a number of people: a peer of the candidate, team leader, line manager, staff development officer or professional tutor.

Mentors should:

- be identified, preferably by the candidates, before they embark on the scheme;
- have an understanding of the trainee teacher's area of work;
- help the candidate, often informally, throughout the scheme, providing support in:
  - portfolio development
  - evidence collection
  - work- based learning and assessment
  - identifying training and development priorities
  - reviewing progress
- be available and accessible to candidates on a regular basis;
- ensure the candidate is coping;
- liaise with others in the organisation to ensure access to the necessary learning opportunities, assessment and support;
- agree with the candidate when assessment should take place;
- act at all times with sensitivity to the candidate's needs.

For more information on the Mentor role, see **Booklet One, Section 4. Common Processes and Systems**.

b) Assessors

Assessors need to be:

- experienced in FE teacher training and where possible, competence-based schemes;
- certificated to national standards in assessment;
- a member of the programme team, thus ensuring the transmission of up-to-date information on development and progress, and enabling regular feedback on emerging issues;
- in regular contact with an internal verifier.

In the Hertfordshire Professional Development Programme there is a pool of assessors, drawn from the four colleges and Hatfield Polytechnic (now the University of Herttordshire), all of whom may assess any individual. The assessors are required to:

- have sufficient experience and expertise to be able to check collected evidence against predetermined standards and determine whether it provides sufficient proof of the client's competence;
- be experienced and competent in evaluation, assessment and feedback skills in order to be able to:
  - directly observe a client demonstrating competence;
  - assess portfolio evidence;
  - verify orally with the learner if there is a question about the authenticity or currency of the evidence submitted;
  - discuss with the learner issues of underpinning knowledge, where this is necessary and where it cannot be provided in the portfolio;
  - provide feedback to the client and identify further evidence to meet the standards where necessary;
- liaise regularly with the mentoring team on issues of assessment that may be relevant to the programme as a whole;
- liaise with the internal verifier who will, in turn, liaise with verifiers from the awarding body.

Hertfordshire Professional Development Programme

c) Internal verifiers

Internal verifiers will need to:

- ensure that the quality of the scheme is maintained and that standards are met;
- liaise with the external verifier;
- liaise with assessors and mentors;
- be a member of the programme team.

d) Tutor

In addition to mentors there may also be a role for a 'tutor' who would need to:

- maintain an overall view of the scheme, and perhaps co-ordinate it;
- maintain an overall view of candidates' progress;
- oversee accreditation arrangements, e.g. representing or liaising with the university accrediting the scheme;
- organise or contribute to any programme of seminars, workshops, 'taught' or group sessions.

e) Programme team

The team will need to:

- ensure that the supporting infrastructure is adequate and effective;
- include in its meetings mentors, tutors, assessors and internal verifiers, as and when appropriate;
- be trained to give initial guidance to trainee teachers and to identify and recognise existing competences;
- negotiate with the trainee teachers the nature, style and content of taught sessions and tutor group sessions;
- prepare clear scheme details;
- provide access to suitable support materials and documentation;
- provide access to learning opportunities;
- ensure all trainee teachers are given time to reflect on and review their current activities, whatever stage they have reached;
- review the effectiveness of the programme regularly and give feedback to senior management;
- seek authority to implement any perceived improvements.

f) Line managers

Managers will need to:

- understand the parameters of competence-based teacher training schemes, and the need for their active support (e.g. in facilitating learning and assessment opportunities in the workplace);
- provide active support for trainee teachers;
- ensure that opportunities for learning and assessment are available;
- assist in portfolio development.

5. LEARNERS, MENTORS, ASSESSORS AND VERIFIERS: THE PROCESS

For information on the NVQ assessment process, see Booklet One, **Section 4 Common Processes and Systems.**

Hertfordshire Professional Development Programme

The process

- initial interview, meeting with mentor;
- work with mentor on evidence available through APL, and the identification of ways to acquire evidence still to be gained;
- mentor and learner work together to produce an individual development plan
- mentor feeds back any queries to assessor team, and clarifies any difficulties or doubts
- learner collects evidence required to complete portfolio, with ongoing support and advice from mentor;
- mentor and learner will agree on the time for assessment and the assessor will be called in;
- assessor observes learner demonstration of competence, where appropriate;
- on successful completion of the portfolio, and approval by the assessor, the verifiers (internal and external) will review the assessment process and decision by means of sampling. *(NB Verifiers will also be involved earlier in the process, monitoring practice and procedures, and ensuring ongoing agreement and consensus on standards being achieved, and evidence being collected).*

6. LINKING THEORY AND PRACTICE

The following suggestions could help to encourage the linking of theory and practice within standards-based initial teacher training schemes.

i) The scheme could be divided into a number of themes. Each theme in turn, would provide a focus (though not to the exclusion of all else) for both theoretical and practical study.

ii) Portfolio development and group activities will generally reflect the themes, though individual trainees would also have personal learning priorities to consider.

iii)Trainee teachers will be encouraged to develop their own learning programmes and to discuss their needs in a peer group.

iv) Peer group activity will continue to be a vital element of ITT, particularly in encouraging reflection, review and evaluation of experiences and progress.

v) Tutor teams should be encouraged to reflect upon and evaluate their traditional role in the light of the needs of a competence-based / student-centred model.

vi) Tutors should be encouraged to look at how they deploy their time and to explore ways of supporting individual learning.

7. WIDER HRD BENEFITS

Activities and systems developed during a standards-based ITT scheme will have spin-offs for other development activities in the college. For example, the development of:

- agreed, documented sets of competences which clarify individual roles and responsibilities and create more effective linkage to corporate goals;
- competence checklists for work-based observation which perhaps could be used within appraisal (e.g. for self assessment);
- competence checklists for guiding and assessing individuals who are thinking of becoming FE teachers, or for use in induction.;
- portfolios as a means of access to HE qualifications such as B.Eds and M.Eds.
- opportunities to acquire competences over an extended period of time, possibly stemming from a range of different job roles within an organisation, and not necessarily as part of a formal programme;
- a coherent framework of teacher training within a college, which supports current developments in FE, including flexible learning and competence-based assessment.

Resources list

SOURCES OF INFORMATION AND ADVICE

Awarding bodies

Business and Technical Education Council
(BTEC)
Tavistock House South
Entrance D
Tavistock Square
London WC1A 9LG
Tel: 071-413 8400

BTEC
Publications & Despatch Unit BTEC
Central House
Upper Woburn Place
London WC1W 0HH

City & Guilds of London Institute
(CGLI)
46 Britannia Street
London WC1X 9RG
Tel: 071-278 2468

CGLI Sales Section
76 Portland Place
London W1N 4AA

Institute of Training and Development
(ITD)
Marlow House
Institute Road
Marlow
Buckinghamshire SL7 1BD
Tel: 0628-890123

Pitmans Examinations Institute
Catteshall Manor
Godalming
Surrey
SU7 1UU
Tel: 0483-415 311

RSA Examinations Board
Westwood Way
Coventry CV4 8HS
Tel: 0203-470033

ScottishVocational andEducation
Council (SCOTVEC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

For information on Investors in People contact:

Business Communications Branch
Moorfoot
Sheffield S1 4PQ
Tel: 0742-753275

or your local TEC

Scotland
For further information on Investors in People in Scotland and your Local Enterprise Company contact Scottish Enterprise or Highlands and Islands Enterprise.

Scottish Enterprise
120 Bothwell Street
Glasgow G2 7JP
Tel: 041 248 2700

Highlands and Islands Enterprise
Bridge House
20 Bridge Street
Inverness IV11 QR
Tel: 0463 234171

For information about NVQs contact

National Council for Vocational Qualifications (NCVQ)
222 Euston Road
London NW1 2BZ
Tel: 071-387 9898

Information on Scottish Vocational Qualifications (SVQs) is available from:
Scottish Vocational Education Council (SCOTEVC)
Hanover House
24 Douglas Street
Glasgow G2 7NQ
Tel: 041-248 7900

To find out which Industry Training Organisation covers your sector contact:

National Council of Industry Training Organisations (NCITO)
5 George Lane
Royston
Herts SG8 9AR
Tel: 0763 247285

For more information on management competences and the Management Charter Initiative contact:

The Management Charter Initiative
Russell Square House
Russell Square
London WC1B 5BZ
Tel: 071 872 9000

For more information on the Training and Development Lead Body contact:

The TDLB Helpline
TDLB General Enquiries
Training and Development Lead Body
PO Box 28
Rugby
Warwickshire CV22 7UH
Tel: 0788 577503

BIBLIOGRAPHY

APL

Accrediting Prior Learning (An open learning traini0ng pack for advisers and assessors) Open University p.528

The APL Experience — Developing Systems for APL produced by Gloucs, Wilts, and Dorset LEAs, available from SWAFET, Bishops Hull House, Bishops Hull, Taunton TA1 1RM

APL in the context of NVQs Gilbert Jessup, NCVQ R & D Report No.7 (April 1990) A TEED Perspective Simosko Associates, Employment Department, Crown Copyright

APL RSA Guide RSA Examination Board (1991)

Handbook for APL CGLI March (1990), price £10.00

Open Learning Pack for APL Validators CGLI price £16.00

APL, Credit for Learning Information Sheet I, National Council for Education Technology, Sir William Lyons Rd, Science Park, Coventry CV4 7EZ, Tel.0203 416994 (February 1993)

APL: General Guidelines BTEC (1990)

NVQs and Prior Learning (incl. video) NCVQ, ú39

APPRAISAL

Analysing performance problems or, you really oughta wanna R.F. Mager and P. Pipe, Kogan Page (1990)

Appraisal of performance: an aid to professional development J. Mathias and J. Jones, NFER-Nelson (1989)

Piloting Appraisal, The Barnet College Experience, Duckett, c Barnet College (1990) ISBN 0 9511 287 1 X

Implementing Appraisal Training Modules, Barnet College, Ian Duckett and Cynthia Lorne (1992)

The FE Staff Development and Appraisal Pilot Project — Progress Report NFER (1990)

Staff appraisal: the FE pilot schemes B. Lee, NFER (1991)

ASSESSMENT

Assessing Candidate Performance, training programmes for assessors of NVQs, GNVQs, Core Skills Units Available as VHS videotape or interactive video disc from NCVQ, 222 Euston Road, London NW1 2BZ, Tel: 071 728 1893

Assessing Competence Workplace Assessors' pack Open College

Assessing Competence RSA Assessor Award Training Pack, RSA

Assessing Guidelines Project Report, BTEC/CNAA

Assessment of Work Based Learning - Ways of Recognising Achievement FEU (1992)

Understanding Accreditation FEU/UDACE 1992 ISBN 1 85338 285

Assessing Competence — A Straightforward Guide Brown & Edwards, College of NW London June 1992, available from The Training and Consultancy Unit, The College of North West London, Denzil Road, London NW10 2XD OR Jill Evans, Hendon College, Abbots Road, Burnt Oak, Edgware, Middx, HA8 0QR Price ú2.00

A Guide to Qualifications based on TDLB Standards. EARAC and SRCET (in collaboration with ED). Obtainable from The Association of Colleges in the Eastern Region (ACER), Merlin Place, Milton Road, Cambridge, CB4 4DP Tel: 0223 424022

The Assessment of Work-based Learning FEU (1992)

Assessment issues and problems in a criterion-based system FEU occasional paper (1993)

Open Access to Assessment for NVQs: new roles for the FE college Anna Papathomas, NCVQ (1990)

INVESTORS IN PEOPLE

Business Success Through Competence Investors In People, CBI AND CGLI, ISBN 0 85201 352 3

Investors in People Briefing Documents Employment Dept. (1990)

Investing in People - Towards a Corporate Capability by Peter Critten 1993. Butterworth Heinemann, available from Reed Book Sources Ltd, PO Box 5, Rushden, Northants NN10 9YX

MANAGEMENT DEVELOPMENT

The Assessment of Management Competence, Employment Dept/CNAA/BTEC (1990)

Management Charter (Initiative (MCI) publish a range of information material. MCI, Russell Sq House, Russell Sq, London WC1B 5LF 071 872 9000

Management Standards Directive available from MCI. Member ú185, non-members ú230

Crediting competence a list of licensed centres, available from MCI

BTEC Certificate in Management Level 4 Part I Guidelines ISBN 0 7464 0298 8 BTEC Publications Code 54-077-1 Part 2 Standards (Level 4) ISBN 0 7464 0299 6 BTEC Publication Code 54-079-1

BTEC Certificate in Management Level 5 Part I: Guidelines Publications Code 54-023 -2 *Part 2: Standards* ISBN 0 7464 0304 6 BTEC Publications Code 54-022-2

MENTORS

Return of the Mentor Strategies for work place learning, ed. Caldwell & Carter, Falmer Press, Marketing Dept, Rankine Road, Basingstoke, Herts, RG24 0PR Price ú13.95 ISBN 0 75070 1676

NVQS - GENERAL

Criteria for National Vocational Qualifications March (1991) NCVQ

Guide to National Vocational Qualifications March (1991) NCVQ

Implementing NVQs Case Study file, Open University c HMSO ISBN 0 7492 4343 0

NVQs at Work — Employers' guide Open University (1990) c HMSO ISBN 0 7492 4342 2

NVQs Standards & Competence, A Practical Guide for Employers, Managers and Trainers Shirley Fletcher, Kogan Page (1991) ISBN 0 7494 0365 9

NVQS AT HIGHER LEVELS

Learning Outcomes in Higher Education Sue Otter, Employment Dept/UDACE. Crown Copyright 1992 available from FEU ISBN 1 872941 84 2

Learning through work - Higher Education Developments: The integration of workbased learning within academic programmes Mike Duckenfield and Paul Stirner, Employment Department, HE Branch, Room W406, Moorfoot, Sheffield S1 4PQ (1992)

NVQs/SVQs at Higher Levels: A Discussion Paper to the 'Higher Levels' Seminar October 1992. Competence and Assessment Briefing Series No. 8, Lindsey Mitchell, Employment Department (March 1993)

Assessment issues in higher education — implications of NVQs for assessment in HE School of Education, University of Newcastle, © Employment Department (1993)

A self-assessment model for the integration of work-based learning with academic assessment University of Huddersfield, © Employment Department (1993)

STAFF DEVELOPMENT

Implementing NVQs - A Guide for Staff Development, Open University c HMSO (1990) ISBN 0 7492 4338 4

Planning Human Resource Development Through Equal Opportunities Handbook, FEU (1990)

TDLB

National Standards for Training and Development A pack containing a brief overview, detailed specification of the standards and guidelines for the implemention of TDLB, available from CAMBERTOWN LTD, Commercial Road, Goldthorpe Industrial Estate, Goldthorpe, Nr Rotherham S63 9BL

TDLB Standards in FE FEU bulletin (February 1992)

Identification of competences for staff involved in all stages of PICKUP delivery FEU (1993)

TERMINOLOGY

Work Based Learning Terms — a Guide Definitions & Commentary, The Staff College/Employment Dept, Crown Copyright (1989)0

Glossary of Abbreviations (GAB), Employment Department, Michael Kennedy, C53b (Library), Steel House, Tothill Street, London SW1H 9NF

DATABASES

The NVQ database provides detailed information on all NVQs, listing units, elements and specific performance criteria. Further information is available from NCVQ on 071 387 9898.

MARIS On-Line is a database holding information on open learning materials in Europe and the UK. Further information is available on 0353 661284.

Standards in Action is presented in a series of booklets so that it can be dispersed to:

- the various managers who need to see and make links between aspects of strategic planning, quality assurance, HRM and HRD;
- the various co-ordinators, professional tutors, staff development officers and others concerned with specific applications of the standards.

It is envisaged that the booklets will be of interest to a variety of users, as follows:

BOOKLET	CONTENTS	USERS
Booklet One: *Laying the Foundations*	General introduction 1. Using national standards for HRM and HRD 2. Laying the foundations Appendices Resource lists	Managers with responsibility for: Quality HRM HRD/staff development Corporate development Strategic planning Investors in People Staffing/personnel Curriculum Other users (see below)
Booklet Two: *Using national standards in Appraisal*	Using standards in appraisal Resource lists	Managers with responsibility for appraisal Appraisal co-ordinators Trades union officers Staff development officers
Booklet Three: *Assessor and internal verifier awards*	Assessor and internal verifier awards Resource lists	GNVQ co-ordinators NVQ co-ordinators Staff development managers Enterprise Unit managers Assessor training co-ordinators HE providers
Booklet Four: *Standards-based management development*	Standards -based management development Resource lists	Management development tutors Universities and other providers Mentors
Booklet Five: *Standards-based initial teacher training*	Standards-based initial teacher training Resource lists	ITT providers Tutors of Cert. Ed. (FE) and C&G 7307 programmes Professional tutors